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ABSTRACT

A scope and sequence for incorporating humanities into the existing K-12 curriculum contains 8 sections. Following an introduction, the first section outlines characteristics of an effective humanities program. The second and third sections contain teacher and student objectives for a humanities program, minimum requirements, and alternatives for such a program. The fourth section, a chart, suggests strategies for integrating humanities themes into appropriate skill and content areas. For each grade level, specific topics, skills, and humanities or interdisciplinary teaching techniques are provided. The fifth section contains an outline for a one-semester chronological approach to humanities suitable for high school level. Three historical cultures--ancient China, classical Greece, and Renaissance Europe--are used to help students develop an appreciation for the impact of past cultures on the present. The sixth section contains an outline for an interdisciplinary two-semester course in high school American studies. Using a chrono-thematic approach, this course focuses on the theme of the American character. The seventh section details a one-semester thematic course in humanities. Drawing on art, music, literature, and music, the final section contains brief outlines of four thematic courses: the search for self, the individual and society, the future, and aging. (LP)

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ALABAMA COURSE OF STUDY

HUMANITIES
K — 12

Wayne Teague
State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama 36130

Bulletin 1983, No. 16

SO 015 750

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INTRODUCTION

Rationale for the Humanities

In our technological age we recognize a tendency to overlook the worth and dignity of man. Instant products, instant popularity through one successful feat in sports or a hit in rock music, and false promises of get-rich-quick schemes have eroded our appreciation for dedication to tasks of lasting value, or the development of talents requiring years to refine. Daily reports of senseless attacks on the aged, contempt for the rights and property of others, and advertisement for entertainment which degrade rather than uplift man give us a sense of urgency to stress humanities in education.

To be complete and effective one must have an understanding of himself as a person relative to other persons in his experience. The humanities embrace the individual's experiences and perceptions, which provide insight into his role in society. Many intangibles such as compassion, imagination, and sensitivity to the needs of others are essential in knowing one's self. The humanities mirror human conditions, and a study of literature, painting, sculpture, drama, architecture, music, history, philosophy, and foreign languages can help the student understand the experiences of others and acquire an appreciation for his heritage.

In spite of our great achievements in technology, our educational process has been fragmented into isolated factual areas. The humanities focus on the life of man and involve not only a knowledge of facts, but also a transfer of these facts into a framework for the student in:

--knowing and understanding himself
--making wise choices
--becoming aware of his place as a responsible member of society
--acquiring cultural interests which will serve him in later life
--developing an appreciation of the worth of each individual
--continuing a quest for knowledge and understanding

Someone has said, "A task without a vision is drudgery." Humanities can add the vision to our educational task, providing inspiration for using knowledge to grow toward a purposeful ideal.

NOTE: When the masculine pronoun is used, it is intended to include both sexes. The word man is used to indicate the human race.

CHARACTERISTICS OF A GOOD SCHOOL PROGRAM IN HUMANITIES

1. A philosophy which accepts the student as a person of worth and dignity, able to grow in competence and responsibility.

2. Imaginative, resourceful, sensitive personnel to conduct the program.

3. Cooperative, stimulating climate created through the combined efforts of students, teachers, and administrators.

4. Interpretation of a humanities program to the community: parents, members of school board, and general public.

5. Cooperation of resource persons in the community who can enhance the experiences of the students in such a program.

6. Adequate physical facilities and materials.

7. Use of the basic skills of listening, speaking, reading, and writing through the exploration of humanities.

8. Availability of the program to a large percentage of the student body through elective courses and units of work in required courses.

OBJECTIVES OF A HUMANITIES PROGRAM

Teacher Objectives

1. To develop more humane people for society.
2. To help the student acquire functional values.
3. To encourage the student to commit himself to a continuing quest for knowledge and understanding.
4. To help the student acquire an awareness of the excitement of life.

Student Objectives

1. To become acquainted with some of the creative works of all ages and cultures.
2. To cultivate an appreciation for these works, for the cultures which produce them, and for the artists' sensitivity to humanity.
3. To see the interrelationship among disciplines.
4. To analyze and weigh evidence in a search for truths.
5. To discover within himself understandings and feelings in relation to the objects and ideas of his world.
6. To clarify individual responsibilities by attempting to answer the questions:
   a. Who am I?
   b. Where am I going?
   c. What is the meaning of life?
   d. What can I do to become an effective, responsible individual?
7. To develop a positive attitude toward self through an awareness of values, talents, and interests as they relate to work roles.

MINIMUM REQUIREMENTS AND ALTERNATIVES

At the Humanities Workshop in 1976, Ms. Joanna Breedlove Crane of the Alabama State Department of Education said "A humanities program is different from, more than an interdisciplinary approach. Although various disciplines must be a part of the humanities program, a humanities program is not just 'doing your own thing.' It is an educational endeavor with: (1) a broad purpose attempting to acquaint the student with man's ideals, thoughts, creations, and actions; (2) the interrelation of every area of knowledge into a comprehensive whole; and (3) the leading of the student to think about values and resulting actions. Such a program can occur within a classroom at any level; can utilize any one subject as the means for implementation; can enrich an already existing program; or can develop as a separate humanities class."

We have made suggestions for integrating humanities themes and topics into appropriate skills or content areas, grades K-12. The scope and sequence chart which follows presents these suggestions in skeletal form.

For high schools that wish to offer one or two-semester courses in humanities, outlines of three such courses are provided. These are a chronological approach, an interdisciplinary approach, and a thematic approach.

SKELETAL SCOPE AND SEQUENCE
OF
HUMANITIES INTEGRATION INTO EXISTING CURRICULA

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
K	The Home	To understand that families are alike and different.	Using stories, poems, and factual material, read about families in the U.S. and other countries. Discuss similarities and differences. Introduce some simple songs sung in homes in the U.S. and in other countries. Discuss and demonstrate various types of measurement used around the world. (Time, money, linear, capacity, mass, etc.)
		To respond to the visual imagery of various cultures.	Study the types of houses people/families build and live in. Visit a museum to expose students to the visual imagery of other cultures. Students could take a notebook and sketch what they see.
1	Transportation	To understand the importance of modern transportation to our way of life.	Take a trip to a busy street to observe different kinds of transportation. Tell the legend of Daedalus and Icarus.

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
1 (Cont.)			Using stories, poems, and factual material, emphasize the variety of modes of transportation and how they help us. Listen to recordings and learn songs about transportation. Work out a socio-drama with pilot and co-pilot or engineer and fireman. Use as a resource, Story of Transportation by Cain, Chapter 4. Let the students imagine what it was like to travel on the early roads. Encourage students to invent additional features for cars of the future. Talk about going on trips via car, plane, bus, ship. How would people prepare for such a trip? What different kinds of things would they see?
	Economics: Division of Labor	To recognize how specialization produces faster and better goods.	Ask students to identify at least one problem a family might have if there were no producer in the family. Show films or read stories related to the producers of goods and services. Read "Pelle's New Suit." Discuss the differences between Pelle and companies that produce in mass quantities. Sing songs about several occupations.

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
1 (Cont.)			Construct a neighborhood; let students decide what types of places are needed. What is a good community?
2	Nature of Government	To understand that all communities need some kind of government or laws to live by.	Let students make up a game, decide on the rules, learn to play, and teach the game to another class. Draw an analogy between rules in a game and rules in communities/government. Using stories, poems, factual materials, films, and filmstrips, discuss how government helps people and the responsibility of people toward government. Have students write a simple script on "Our Laws Mean Responsibilities as Well as Privileges." Have pupils set up a model of several intersecting streets. Use toy cars and dolls to demonstrate safety rules that are important for drivers and for pedestrians. Have a policeman visit the class. After reading a story to the class, have students draw a picture to show some outstanding part of the story.

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
3	Cities	To understand the role of the individual in his city.	Take a field trip to important buildings in the city.
		To know the history of his city.	Field trip to city museum.
		To understand the purpose of cities.	Arrange with school dietician to have a school lunch using recipes and present-day foods that were introduced by early settlers and Indians.
			Sing pioneer songs.
			Learn square dances or early dances of area.
			Write a paragraph comparing the home chores of a pioneer boy or girl with those of boys and girls today.
			Dramatize an early school learning situation such as: multiplication, division, and properties and how students of past learned them.
			Make posters advertising city's natural resources, recreation facilities, industry.
		To identify natural resources of area.	Make a scrapbook identifying the natural resources which have made the greatest contribution to city's culture.

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
3 (Cont.)			Do a dramatization of an English/French/ Spanish child during an early period, indicating why these nationalities were present. Draw a picture indicating reason for city's present location.
4	Alabama History	To know chronological history of Alabama.	Use stories, poems, and factual material about Alabama.
		To be able to relate past events to present-day Alabama.	Field trip to historical sites.
		To understand Alabama state government.	Do a choral reading of a paraphrase of I Hear America Singing as I Hear Alabama Singing.
		To identify famous scientists of Alabama.	Visit the weather station or have a weatherman come and talk to the class about weather conditions which have affected Alabama's development.
		To identify characteristics of Alabama land and resources.	Make a poster listing habitats of Alabama's animals and show how these animals are dependent upon soil. Study Alabama art and music. Demonstrate in class some of the famous experiments done by Alabama scientists.

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
4 (Cont.)			Have resource person talk on Alabama soil and soil conservation. Field trip to State Capitol.
5	Values in American History	To understand development of values in American history.	Use stories, poems, and factual materials to depict how the early settlers coped with the New World. Have small groups do research on religion and education in colonial New England. Do research on the Puritan and Quaker religion and worship service. Art and music from various periods in American history. Choose two or three outstanding Americans. Discuss the qualities which made them so successful. Discuss American values exemplified in Declaration of Independence and the Constitution.
6	Cultural Differentiation	To define culture.	Have speakers from various cultures.

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
		To understand how acculturation is accelerated. To relate the individual citizen to the political order of his culture.	Use stories, poems, and factual materials to identify similarities and differences in various cultures. Divide students into various groups: homes, clothing, food, education, industry, resources, fine arts, etc. Groups research topics and decide on method of presentation of findings to class. Student creates an art project in the style of one of the cultures studied.
7	Man and His Behavior	To achieve self-understanding through understanding of the individual in a changing world.	Have students make a list of contributions brought to America by various ethnic groups. Invite a naturalized citizen to speak to the class. Identify famous citizens of each country, use maps to locate countries, and do comparative cultural studies. Discuss reasons for immigration. Show hardships overcome by the immigrants. Use films, case studies, literature, newspapers, filmstrips, and quesionnaires to reveal man's behavior.

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
7 (Cont.)		To trace origins of words/people.	Use group assignments for research of a group of words, group assimilation, reporting and exploring of personal feelings.
8	American Government and Heritage	To understand the structure and function of our government on the local, state, and national levels.	Have students compare American governmental forms with those of two other countries. (Suggested: A Southern American and a European country). Comparison should include cultural analysis.
		To punctuate sentences correctly.	Have students write an autobiography after inquiring from family members on his/her heritage. The autobiography should be titled "My Place in American History."
		To proofread writing.	
		To acquire an appreciation for the American Heritage.	Field trips to local governmental agencies, court trials, or historical sites.
			Use case studies, films, speakers, and mock trials.
		To read for purpose of applying information to a practical solution.	Using letters, documents, and historical facts, have students write out and act out plays depicting the Second Continental Congress, The Boston Massacre, etc.
9	Know Alabama	To locate and identify major cities, rivers, industries, resources, etc. of Alabama.	Study cultural influence from European countries on Alabama.

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
9 (Cont.)		To gain an appreciation for our Alabama heritage.	Visit an Indian reservation. Research Alabama place names. Develop an alphabetized list of the names of cities, counties, rivers, and lakes of Alabama that are of Indian origin. Select an area of special interest in Alabama affairs. Research the background of the problem, groups involved, assess the situation, and propose a solution. Field trips to places of interest in Alabama history. Alabama artists: Either visit an art gallery to see an Alabama artist's work or listen to a composition by an Alabama composer or read a book by an Alabama novelist. Attend a performance by the Alabama School for the Performing Arts.
10	Mythology	To make comparisons among art forms. To synthesize elements to better understand total structure and meaning.	Read the myths of Apollo and Icarus. Discuss the significance or Apollo in mythology and his prominent place in art. (The Apollo Belvedere is probably the best known example.) Play a recording of "Phaeton" and discuss it as a retelling of the myths. View Brueghel's painting

Level	Topics	Skill or Content Where Activities Are Appropriate for Subject Integration	Humanities or Interdisciplinary Relationship Techniques
10 (Cont.)			of Icarus and discuss the statement he is making about the significance of Icarus and his flight. Finally, read Auden's poem "Musee des Beaux Arts" and discuss it in relation to the painting, the music, and the myth.
11	American History American Literature	To understand America's development as man's dream for a better world.	Read utopian and dystopian works such as More's Utopia, Butler's Erehwon, Huxley's Brave New World, Bellamy's Looking Backward, science fiction. Research and report on American utopian experiments of the 19th century. Compare literary utopian ideas with actual utopian experiments. Research American music which depicts America as a utopia.
12	World Literature	To examine the problem of conscience versus authority.	Read and then dramatize in class the play Antigone by Sophocles. Do presentation as authentically as possible. Compare above presentation to modern play by Anouilh. Discussion should cover all modern aspects of value problem.

A ONE-SEMESTER COURSE IN HUMANITIES USING A CHRONOLOGICAL APPROACH

Overview

The purpose of the course is to show how modern man looks at himself and his world through a study of the ancient Chinese, the Greeks and the Renaissance man. These three periods were chosen because of their impact upon the Modern Age.

CHINA

Objectives

1. To analyze why China is the only one of the ancient cradles of civilization that has remained relatively constant.

2. To examine the guiding concepts of Chinese permanence: deep family relationships, living in harmony with nature, and profound patience.

3. To research the philosophy of Confucius and Lao-Tzu, the poetry of Li Po and Tu Fu, the religion of Buddhism and Taoism.

4. To interpret how the Chinese looked at life through their music, language, art, architecture, and agriculture.

5. To compare Ancient China with Modern China.

Resources

Asia Society, 112 East 64th St., New York, N.Y. 10021

Reischauer, Edwin O., and Fairbanks, John King, A History of East Asian Civilization Vol. I and II, Houghton Mifflin, 1960

Giles, Herbert A., ed., Gems of Chinese Literature, New York: Paragon, 1965

Grousset, Rene, Rise and Splendour of the Chinese Empire, Berkeley, University of California Press, 1953

Chinese Information Service, 100 West 32nd St., New York, N.Y. 10001

Latourette, Kenneth Scott, A Short History of the Far East, 4th ed. 1964, Macmillan, 255 Ottley Dr. N.E., Atlanta, Ga. 30324

GREECE

Objectives

1. To examine the debt the modern Western World owes to the ancient Greeks.

2. To determine, through a study of Greek history, why the Greeks produced so many great men.

3. To examine the literature of the tragic poets, Aeschylus, Sophocles, and Euripides.

4. To compare the architecture of Ictinus and Callicrates with modern architecture.

5. To appreciate the beauty of the sculptures of Phidias, Myron, and Praxiteles.

6. Summarize the philosophy of the Pre-Socratic group, Socrates, Plato, and Aristotle.

Resources

Hamilton, Edith; Mythology, Mentor Book, The Greek Way, The Echo of Greece, The Norton Library, W. W. Norton & Co., New York, N.Y.

Plutarch, Lives of the Noble Greeks, Dell Publishing Co., New York, N.Y.

Bowra, C. M., The Greek Experience, World Publishing Co., Cleveland, O.H.

Quennell, Majorie and Charles; Everyday Things in Ancient Greece, 2nd ed. Putman, 1954, New York, N.Y.

THE RENAISSANCE

Objectives

1. To explain why this period of history was called "Renaissance."

2. To examine the literary works of such writers as Boccaccio, Dante (suggested study - The Divine Comedy), Cervantes, More, and Shakespeare.

3. To study the art works of masters such as Cimabue, Giotto, Botticelli, Luca della Robbia, Cellini, Leonardo da Vinci, Michaelangelo, Raphael, and others.

4. To research the music of this period.

5. To discover the architecture as illustrated in St. Peter's Basilica in Rome and Fountainbleau near Paris.

6. To examine the philosophers Bruno, Bacon, and Descartes.

Resources

Artz, Frederick B., From Renaissance to Romanticism, University of Chicago Press, 1962, Chicago, Ill.

Chamberlin, E. R., Everyday Life in Renaissance Time, 1965, G. P. Putnam's Sons, New York

Durant, Will, The Renaissance, The Story of Civilization: Part V, 1953 Simon and Schuster, New York

Ferguson, Wallace K., The Renaissance in Historical Thought, Houghton Mifflin Co., The Riverside Press, Cambridge, Mass.

Gail, Marzieh, Life in the Renaissance, 1968, Randon House, Inc., New York

Hale, John R., and Time-Life Books, Renaissance, 1965, Time-Life Books, New York

Gage, John, Life in Italy at the Time of the Medici, 1968, Putnam, New York

A TWO-SEMESTER COURSE USING AN INTERDISCIPLINARY APPROACH

AMERICAN STUDIES

Overview

The American Studies course, a one-year humanities course combining United States history and American literature, provides the student with an understanding of American ideals and values and how they are formed, transmitted, and reinforced through the study of the American character and the American experience--the ideas, literature, painting, history, architecture, film, dance, sculpture, and music of America.

To achieve the desired objectives, a chrono-thematic approach is used. The course is divided into a sequence of seven units covering climactic periods in American history. To correlate the various disciplines with these chronological periods, the theme "In Search of the American Character" is used. This theme, divided into seven areas of development with the American man as the focal point, provides the experiences of the American in history, art, literature, music, and architecture as source material.

In addition to the in-depth study of the American culture, the American Studies course satisfies the requirements for a United States history course and an American literature course on the high school level according to the Alabama Social Studies/Language Arts Courses of Study.

Objectives

1. To develop an understanding of American cultural and societal patterns.
2. To understand the concept of culture and values, especially how American values are formed, transmitted, and reinforced.
3. To apply knowledge gained from the study of past problems toward the problems of contemporary society.
4. To appreciate the interrelatedness of the liberal arts and to esteem those products of man which exalt his spirit and give dignity to his life.
5. To trace personal values of today from the traditional values.
6. To gain an understanding of the development of the United States.
7. To further develop skills of writing, reading, listening, viewing and speaking.

I. Renaissance Man - 1250-1500's

Objectives

A. To demonstrate how the Renaissance influenced the discovery, settlement, and eventually the development of the United States.

B. To trace the development of the idea of man's importance.

Suggested Works

A. Literature

America and Americans by John Steinbeck
Utopia by Thomas More
The Prince by Niccolo Machiavelli
A Man For All Seasons by Robert Bolt

B. Art (painting and sculpture)

Michelangelo, "David"
Michelangelo, "Moses"
Michelangelo, De Medici Tomb
Michelangelo, Sistine Chapel
da Vinci, "Mona Lisa"
da Vinci, "The Last Supper"
da Vinci, drawings illustrative of his immense mind
da Vinci, "Virgin and Child with St. Anne"
Raphael, "Madonna with a Goldfinch" (compare with above painting)
Michelangelo, "Prisoner" (unfinished)
Raphael, "Cardinal Dovizi"
Titian, "The Englishman"

C. Architecture

St. Peter's in Rome
Cathedral of Florence
Palazzo Vecchio, Florence

D. Music

"Laudabo Deum meum" (an Ambrosian chant)
"Veni, sancte Spiritus" by Guillaume Dufay
"O Magnum Mysterium" by Tomas Luis de Victoria
"Vive le Roy" by Josquin des Pres
"Super Flumina Babylonis" by Orlandus Lassus
"Canzon noni toni" by Giovanni Gabrieli
Madrigals and motets
Study of Renaissance Instruments

Other Resources

The Renaissance, filmstrips, Educational Audio-Visual, Pleasantville, N. Y.
The Quest for Identity, Michelangelo and Cellini. Art and Man, Scholastic School Division, Englewood Cliffs, N.J.
Leonardo, film, free loan from National Gallery of Art, Washington, D.C.
The Age of Michelangelo and Leonardo, four filmstrips, Guidance Associates
The Age of Dante and Giotto, four filmstrips, Guidance Associates
The Renaissance in Florence, filmstrips, Guidance Associates
Civilization, 16-part, color sound filmstrips, Vol. I. #4, 5, 6 Time-Life Films, Inc.
Civilization, film, CBS Films

Records available from Musical Heritage Society and Nonesuch.

The Renaissance, book, by Will Durant, Volume V in The Story of Civilization. New York: Simon and Schuster, 1953.
The Drawings of Leonardo Da Vinci, book, by A. E. Popham, New York: Harcourt, Brace & World, 1945.
Civilization: A Personal View, book, by Kenneth Clark, New York: Harper & Row, 1970.
Italian Painters in the Renaissance, book, by Bernard Berenson, Praeger, Phaidon, 1967.
Michelangelo, book, by Charles De Tolnay , Princeton University Press, 1943-60.
Leonardo Da Vinci, book, by Kenneth Clark, Pelican; Penguin, 1939.
The History of Italian Renaissance Art, book, by Frederick Hartt, Abrams, 1969.
The Civilization of the Renaissance in Italy, 2 vols, by Jacob Burchardt, Tochbook: Harper & Row, 1960.

II. Puritan Man 1500-1750

Objectives

A. To demonstrate how the Puritans influenced the American culture.

B. To show the impact of the various nationalities on the discovery, settlement, and development of the United States.

Suggested Works

A. Literature

Mayflower Covenant
The Scarlet Letter by Nathaniel Hawthorne
The Crucible by Arthur Miller

United States history textbook
"Sinners in the Hands of an Angry God," by Jonathan Edwards
"Young Puritan's Code" by Jonathan Edwards
"Is the Work Ethic Going Out of Style?" Time, Oct. 30, 1972.

Excerpts from the writings of the following authors:

Beverly, Robert, The History of Virginia, Book IV.
Bradford, William, History of the Plymouth Plantation
Bradstreet, Anne, Poetry
Bredenbaugh, Cities in the Wilderness
Byrd, William, Diary
Edwards, Esther, Journal
Ford, Worthington, C. C. Ed., Diary of Cotton Mather
Hokluyt, Richard, The Voyages, Traffiques, and Discoveries of the English Nation
Henning, W. W., The Statues at Large, Being a Collection of All the Laws
Mather, Cotton, The Wonders of the Invisible World
Sewall, Samuel, Diary
Shurtleleff, ed., The Records of the Governor and Company of the Massachusetts Bay Colony in New England
Smith, E. Brooks, and Robert Meredith, eds., Pilgrim Courage
Smith, Captain John, The General History of Virginia
Steinbeck, John, Travels with Charley
Taylor, Edward, Poetry
Tyler, Leon, ed., Narratives of Early Virginia, 1606-1625
Williams, Roger, The Bloody Tenet of Persecution, For Sake of Conscience
The Bloody Tenet Yet More Bloody
Winthrop, R. C., Life and Letters of John Winthrop
Wheatley, Phyllis, Poetry

B. Art (painting)

unknown limner, "Anne Pollard"
unknown patroon painter, "John Van Cortlandt"
unknown, "David, Joanna and Abigail Mason"
Peter Pelham, "Reverend Cotton Mather"
John Smibert, "Bermuda Group"
Gustavus Hesselius, "Lapowinsa"

C. Music

Bay Psalm Book
"Old Hundred"
"Old 124"
"Katy Cruel"
"The Unfortunate Rake"

D. Architecture

Jamestown Fort
Paul Revere house, Boston
Missions in Southwest
House of Seven Gables
House of John Rolfe, Virginia
Fairbanks House; Dedham, Mass.
Garrison Home, Exeter, N.H.
Buttolph-Williams House; Wethersfield, Conn.
Brick homes of New Amsterdam
Adam Throughgood house, Virginia (near Norfolk)
Palace of the Governors, Santa Fe, N.M.
Larkin House, Monterrey, Calif.
Old Ship Meeting House

Other Resources

Witches of Salem: The Horror and the Hope, film, Learning Corporation of America.
Origins of American Values: Puritan Ethic: Center for Humanities.
Paintings About America, The Center for the Humanities.
Colonial Architecture, Jane Everest, McGill-Toolen High School, Mobile, Al.
The New England Harmony: A Collection of Early American Choral Music, Folkways Records.
Records, Archive of Folk Song, Recording Laboratory, Library of Congress.
Hawthorne: Great Authors and Their Works, Singer, SVE
American Literature, Educational Audio-Visual, Pleasantville, N.Y.
America, Time-Life Multi-Media Division

III. The New American Man

Objectives

A. To investigate the political philosophies that were responsible for the American experiment.

B. To develop an understanding of the development of the United States.

C. To reinforce appreciation for American democratic ideals.

Suggested Works

A. Literature

The Autobiography of Benjamin Franklin
Declaration of Independence

United States Constitution
History textbook
Excerpts from the writings of the following authors:

Adams, Charles, ed., Memoirs of John Quincy Adams, Comprising Portions of His Diary, 1795-1843
Adams, Henry, History of the United States During the First Administration of Thomas Jefferson
Andrews, James, ed., The Works of James Wilson
Bailey, Thomas, The American Spirit, Vol. I
Bergh, Albert, The Writings of Thomas Jefferson
Callender, Guy, Selections from the Economic History of the United States
Chevalier, Michel, Society, Manners, and Politics in the United States
Commager, Henry Steele and Richard Morris, eds., The Spirit of Seventy-Six: The Story of the American Revolution as Told by Participants
de Crevecoeur, Hector, Letters from an American Farmer
Dickerson, Oliver, Boston Under Military Rule, 1768-1769
Farish, Hunter, ed., The Journal and Letters of Philip Vickers Fithian, 1773-1774
Franklin, Benjamin, "Speeches in the Convention, At the Con-Conclusion of its Deliberations."
The Way to Wealth
Poor Richard's Almanac
Freneau, Philip, Poetry
Hamilton, Alexander, James Madison, and John Jay, "The Federalist"
Hamilton, John C., The Federalist, also The Continentalists, and Other Papers of Hamilton.
Henry, Patrick, Speeches
Hepburn, Andrew, Biography of a City: Boston
Gales and Seaton: Annals of the Congress of the United States, 12th Congress, 1st Session
Janson, S.W. The Stranger in America
The Journals of Each Provincial Congress in Massachusetts in 1774-1775
Koch, Adrienne and William Peden, eds., The Life and Selected Writings of Thomas Jefferson
Locke, John "An Essay Concerning the True, Original Extent and End of Civil Government."
Paine, Thomas, The American Crisis
Common Sense
Scott, John Anthony, The Ballad of America
Sargent, Epes, ed., The Select Works of Benjamin Franklin
Washington, George, First Inaugural Address
"Farewell Orders to the Army"
Webster, Noah, An American Dictionary of the English Language
Wheatley, Phyllis, Poetry
Wright, Louis B., The Cultural Life of the American Colonies

B. Art

John Singleton Copley, "The Gore Children"
John Singleton Copley, "John Hancock"
John Singleton Copley, "Gov. & Mrs. Thomas Mifflin"
John Singleton Copley, "Samuel Adams"
Benjamin West, "Penn Signing Treaty with the Indians"
John Trumbull, "The Declaration of Independence"
John Trumbull, "Alexander Hamilton"
Thomas Sully, "The Passage of the Delaware"
Benjamin West, "Conference of the Peace Treaty"
Charles Willson Peale, "Benjamin Franklin"
Charles Willson Peale, Exhuming the Mastodon"
Charles Willson Peale, "Climbing the Stairs"
Rembrandt Peale, "Thomas Jefferson"
James Peale, "Washington and His Generals"
Jane Stuart, "George Washington"
Gilbert Stuart, "George Washington (Athenaeum)"
Gilbert Stuart, "John Adams"
Mary Ann Willson, "The Prodigal Son"
Examples of Folk Art

C. Music

Yankee Doodle Dandy
William Billings, "Chester"
Francis Hopkinson, "Seven Songs"
Joseph Hopkinson, "Hail Columbia!"
"Soldier, Soldier, Won't You Marry Me?"
"Lord Randall"
"Liberty Tree"
John Dickinson, "Liberty Song"
"I Will Give My Love an Apple"
All types of music found in 18th-century America demonstrated in film Music of Williamsburg

D. Dance

Minuet
Virginia Reel

E. Architecture

Buildings of Colonial Williamsburg
Home of John Adams
Monticello - Home of Jefferson
Mount Vernon
Gunston Hall, Virginia
The White House
Pingreen House, Salem, Mass.
Westover, Home of William Byrd, Virginia
Shirley, Virginia

University of Virginia
Richmond Capitol
Woodlawn, Virginia
Design of Washington, D.C.

Other Resources

Folk Art, slides, Colonial Williamsburg Foundation, Williamsburg, Va.
A Nation of Painters, film, National Gallery of Art, Washington, D. C.
Copley, film, National Gallery of Art
The Eyes of Thomas Jefferson, film, National Gallery of Art
The American Vision, film, National Gallery of Art
Thomas Jefferson and the Arts, slides, National Gallery of Art
Costumes, National Gallery of Art
American Architecture, slides, Jane Everest, McGill-Toolen, Mobile, Al.
Paintings About America, slides, Center for the Humanities
The Patriot, film, Colonial Williamsburg Foundation, Williamsburg, Va.
The Music of Williamsburg, film, Colonial Williamsburg Foundation
American Literature, filmstrips, Educational Audio-Visual
America, slides, Time-Life Multi-Media Division

IV. Frontier Man

Objectives

1. To evaluate the frontier as a continual process.

2. To determine the effects the frontier had on American economic, political, social, and intellectual thought.

3. To investigate the factual history of the American westward movement.

4. To analyze the popular myths and legends associated with the frontier process.

5. To examine the causes, the people, and the results of the Civil War.

6. To gain an understanding of the impact the frontier had on the American character.

Suggested Works

A. Literature

Walden by Henry David Thoreau
Huckleberry Finn by Mark Twain
The Night Thoreau Spent in Jail by Jerome Lawrence and Robert E. Lee
The Oregon Trail by Francis Parkman
The Way West by A. B. Guthrie
The Ox-Bow Incident by Walter Van Tilburg Clark
Sea of Grass by Conrad Richter
My Antonia by Willa Cather
O Pioneers! by Willa Cather
Giants in the Earth by Ole Rolvaag
Shane, by Jack Schaeffer
A Country of Strangers by Conrad Richter
The Adventures of Jamie McPheeters by Taylor
Life on the Mississippi by Mark Twain
Roughing It by Mark Twain
"The Celebrated Jumping Frog of Calaveras Country" by Mark Twain
"The Private History of a Campaign that Failed" by Mark Twain
Andersonville by Mackinlay Kantor
This Hallowed Ground by Bruce Catton
Stillness at Appottomax by Bruce Catton
Excerpts from the writings of the following authors:
- Andrews, Elizabeth, The War-Time Journal of a Georgia Girl
- Andrews, I. D., A Report on the Trade and Commerce of the British North American Colonies in 1853.
- Andrews, Sidney, The South Since the War as Shown by Fourteen Weeks of Observation and Travel in Georgia and the Carolinas
- Botkin, B. A. Ed., Lay My Burden Down
- Bryant, William Cullen, Poetry
- Channing, William, The Works of William Channing
- Cochran, Thomas C. and William Miller, The Age of Enterprise, A Social History of Industrial America
- Congressional Globe, 31st Congress, 1st Session
- Cralle, Richard, ed., Works of John Calhoun
- Bailey, Thomas, ed., The American Spirit, Vol. I
- Eaton, Clement, Freedom of Thought Struggle in the Old South
- Douglass, Frederick, The Life and Times of Frederick Douglass
  - What The Black Man Wants
  - Speeches
- Emerson, Ralph Waldo, Nature
  - "Self-Reliance"
  - "The American Scholar"
  - "The Poet"
  - Poetry

Franklin, John Hope, From Slavery to Freedom
Grayson, William, The Hireling and the Slave, Chicaora and Other Poetry
Harris, Seymour, ed., American Economic History
Helper, Hinton Rowa, The Impending Crisis of the South
Irving, Washington, Knickerbocker's History of New York
King, Martin Luther, Jr., A Legacy of Creative Protest
Lincoln, Abraham, Gettysburg Address
Second Inaugural Address
Mitchell, Margaret, Gone With the Wind
Moore, Frank, ed., The Rebellion Record
Nicolay, John G. and John Hay, eds., Complete Works of Abraham Lincoln
Olmstead, Frederick Law, A Journey into the Back Country
Political Debates Between the Hon. Abraham Lincoln and the Hon. S. Stephen A. Douglas in the Celebrated Campaign of 1858
Special Report of Mr. George Walls
Stewart, George, Ordered by Hunger, The Story of the Donner Party
Stowe, Harriet Beecher, Uncle Tom's Cabin
de Tocqueville, Alexis, Democracy in America
Thoreau, Henry D., Civil Disobedience
Turner, Frederick Jackson, "The Significance of the Frontier in American History"
Wade, Richard C., The Urban Frontier: The Rise of Western Cities
Whitman, Walt, Leaves of Grass

B. Art

George Catlin, "One Horn, A Dakota Sioux Chief"
Charles Wimar, "The Buffalo Dance"
Albiert Bierstadt, "Last of the Buffalo"
John James Audubon, "Purple Grackle"
William Sidney Mount, "The Power of Music"
George Caleb Bingham, "Jolly Flatboatmen"
unknown, "The Quilting Party"
Thomas Cole, "In the Catskills"
Thomas Cole, "The Ages of Man: Youth"
Matthew Brady photographs

C. Dance

Square Dances

D. Music

"Shenandoah"
"Quilting Party"
"Sweet Besty from Pike"
"Tenting Tonight on the Old Campground"

"Goober Peas"
"Simple Gifts"
"Amazing Grace"
"Old Dan Tucker"
"Oh Susanna"
"My Old Kentucky Home"
"Camptown Races"
"Dixie"
"Battle Hymn of the Republic"
"When Johnny Comes Marching Home"
"Come Where My Love Lies Dreaming"
"Salangadou"
"Bamboula" by Louis Moreau Gottschalk
"Old Folks Quadrille"
"Roll Jordan, Roll"
"Swing Low, Sweet Chariot"
"Free at Last"
"When the Saints Go Marching In"

E. Architecture

Greek Revival
- Bragg Home
- Shadows-on-the-Teche
- The Hermitage
- Washington, D.C.
  - Supreme Court
  - National Gallery of Art
  - Arlington
  - Lincoln Memorial
- Polk House, Columbia, Tenn.
- Oakleigh, Mobile, Al.
- Barton Academy, Mobile
- Finch-Brooks House, Marshall, Mich.

Gothic Revival
- Trinity Episcopal Church
- Country church
- A. J. Downing's Plan Book
- Macy House, Mobile

Victorian
- Carson House, Calif.
- Philadelphia City Hall
- Trinity College, Conn.
- Factor
- Longwood, Natchez, Miss.
- Chicago Water Tower
- Bank

Shaker Found Barn
Sod house
Row houses
Western fort
Log cabin

Other Resources

Occurrence at Owl Creek Bridge, film
Mockingbird, film
Shenandoah, film, Swank Motion Pictures, Chicago, Ill.
Discovering American Folk Music, BFA Educational Media
Cowboys, Homesteaders, and Outlaws, filmstrip, Time-Life Multi-Media Division
Paintings About America, slides, Center for the Humanities
American Architecture, slides, Jane Everest, McGill-Toolen Mobile, Al.
The Civil War As It Happened, six sound filmstrips, Prentice-Hall Media, Inc., Tarrytown, N.Y.
Matthew Brady Photographs, National Archives and the Library of Congress, Washington, D.C.
Shane, film
The American West, magazines, Art and Man, Scholastic School Division
The Sweep Westward, record, The Sounds of History, Time-Life
The Union Sundered, record, The Sounds of History, Time-Life
The American West, books, Time-Life

V. Industrial Man - 1870-1919

Objectives

A. To explore the ways in which Americans viewed science and technology as instruments of "Manifest Destiny."

B. To trace the development of American industry.

C. To determine the impact that immigration had on industrial and urban growth.

Suggested Works

A. Literature

The Octopus by Frank Norris
The Jungle by Upton Sinclair
United States history textbook
"A Mother's Tale" by James Agee
"The Factory Girls of Lowell" in United States in Literature
"The Old People" by William Faulkner
"The Hour of Letdown" by E. B. White

"By The Waters of Babylon" by Stephen Vincent Benet
Excerpts from the writings of the following authors:

Balch, Emily, Our Slavic Fellow Citizens
Bellamy, Edward, Looking Backward
Blair, Lewis, The Prosperity of the South Dependent Upon the Elevation of the Negro
Carnegie, Andrew, Autobiography
Chapman, Sidney, Work and Wages
Cahn, Rhoda and William Cahn, No Time for School, No Time for Play, The Story of Child Labor in America
Conot, Robert, American Odyssey
DuBois, W. E. B., The Souls of Black Folks
Finney, Jack, Time and Again
Fitche, John A., The Steel Workers
Greenleaf, Barbara, American Fever, Four Winds
International Exhibition of 1862, Reports by the Juries
James, Henry, Washington Square
Lewis, Sinclair, Babbitt
Novotny, Ann, Strangers at the Door
Olcott, Charles, The Life of William McKinley
Peffer, William, The Farmer's Side, His Troubles and Their Remedy
Report of the Country Life Commission, Senate Document, 60th Congress, 2nd Session
Riis, Jacob, How The Other Half Lives
Riordan, William L., Plunkett of Tammany Hall
Roosevelt, Theodore, The New Nationalism
Sandler, Martin, The Way We Lived: A Photographic Record of Work In A Vanished America
Scott, John Anthony, The Ballad of America
Selected Literary and Political Papers and Addresses of Woodrow Wilson
Tarkington, Booth, Seventeen
Washington, Booker T., Up From Slavery
Wharton, Edith, Ethan Frome, The Age of Innocence

B. Art

Mary Cassal, "The Boating Party"
Thomas Eakins, "The Gross Clinic"
Winslow Homer, "The Cotton Pickers"
Winslow Homer, "Snap the Whip"
Winslow Homer, "Country School"
Thomas Anshutz, "Steelworkers' Noontime"
Robert Henri, "Fifty-Seventh Street"
George Bellows, "The Cliff-Dwellers"
Joseph Stella, "Factories"
Joseph Stells, "Brooklyn Bridge"

C. Music

Sidewalks of New York
"In My Merry Oldsmobile"

"Hello M' Baby"
"A Hot Time in the Old Town"
Charles Ives, "Sixty-Seventh Psalm"
Scott Joplin, "Maple Leaf Rag"
John Phillip Sousa, "Washington Post March"
"El Capitan"
Chalres Ives, "Variations on America"
"Drill Ye Tarriers, Drill"
"Eight Hours"
"Over There"

D. Architecture

Marshall Field Warehouse
Allegheny County Courthouse
Cast-iron facade building
Brooklyn Bridge
Flat-iron building
Pennsylvania RR Station
Chicago School of Architecture
Wainwright Building
Carson, Pirie & Scott Building
National Farmer's Bank & Trust Building, Minnesota

Other Resources

American Genius, filmstrips, Educational Dimensions Corp.
Century of Progress, film, Bell Telephone Co.
The Industrial Revolution: Beginnings in the United States, film, Encyclopedia Britannica Corp.
America Comes of Age: 1870-1917. Part II., filmstrips, Associated Press
How the Other Half Lives, photographic record, by Jacob Riis, Dover Publications, N.Y.
The Way We Lived, photographic record, Martin Sandler, Little, Brown & Co.

VI. Disiliusioned Man 1920-1939

Objectives

A. To examine the social and moral changes which took place in the American character as American thought changed from idealism to disillusionment.

B. To become familiar with economic concepts.

C. To recognize the maturation of American artists.

Suggested Works

A. Literature

The Grapes of Wrath by John Steinbeck
The Great Gatsby by F. Scott Fitzgerald
The Jazz Age and Other Short Stories by F. Scott Fitzgerald
Only Yesterday by Frederick Allen
Our Town by Thornton Wilder
Inherit the Wind by Jerome Lawrence and Robert E. Lee
United States history textbook
Excerpts from the writings of the following authors:
- Bloodworth, Jessie A., The Personal Side
- Lindbergh, Charles, Address, New York
- Millay, Edna St. Vincent, Poetry
- The New Day Campaign Speeches of Herbert Hoover, 1928
- The New York Times, December 25, 1931
- Peace and War: United States Foreign Policy, 1931-1941
- The Roosevelt Reader
- Terkel, Studs, Hard Times

B. Art

John Sloan, "Sixth Avenue Elevated at Third Street"
Edward Hopper, "House by the Railroad"
Stuart Davis, "House and Street"
Charles Burchfield, "Promenade"
Thomas Hart Benton, "Boom Town"
John Stewart Curry, "Tornado Over Kansas"
Edward Hopper, "The Barber Shop"
Isaac Soyer, "Employment Agency"
Grant Wood, "American Gothic"
Charles Burchfield, "Black Iron"
Marcel Duchamp, "Nude Descending a Staircase"
Raphael Soyer, "Waiting Room"
Joe Jones, "American Farm"
Charles Sheeler, "City Interior"
Dorothea Lange, "An American Exodus, A Record of Human Erosion"

C. Music

Charleston
"Black Bottom"
"Make Believe"
"Why Do I Love You?"
"I Got Rhythm"
Jazz
- Louie Armstrong
- Jack Teagarden
- Bix Biederbecke

Aaron Copeland, "Celebration Dance"
Aaron Copeland, "Billy the Kid"

Virgil Thomson, "The Saints' Procession"
"Night and Day"

D. Dance

Charleston
Black Bottom
Tango
Martha Graham

E. Architecture

Work of Frank Lloyd Wright
Technology in the home
Increasing dependence on automobiles and its effect on architecture
Movie theatres
International style
Work of Mies, Saarinen, Gropius, Le Corbusier

Other Resources

The Grapes of Wrath, film
The Decades, filmstrip, 1920's, 1930's, Filmstrip House, N. Y.
The Great Depression, Educational Audiovisual
American Musical Theatre, Educational Audiovisual
F. Scott Fitzgerald, filmstrip, Thomas Klise Co.

VIII. Contemporary Man 1940-present

Objectives

A. To identify causes, major events, and results of the wars of the period.

B. To understand that all art is an artifact and reveals the values of a culture.

C. To encourage the application of realistic and humanitarian principles in searching for solutions to contemporary problems.

D. To develop a moral responsibility for the future.

Suggested Works

A. Literature

Future Shock by Alvin Toffler
The Affluent Society by John Galbraith
The Age of Anxiety by John Galbraith
The Lonely Crowd by David Reisman
The Gods Themselves by Isaac Asimov

Brave New World by Aldous Huxley
The Invisible Man by Ralph Ellison
Death of a Salesman by Arthur Miller
Zoo Story by Edward Albee
The Glass Menagerie by Tennessee Williams
Hiroshima
Brave Men by Ernie Pyle
The Jilting of Granny Weatherall
The Chosen by Chaim Potok
The Organization Man by William Whyte
The Hidden Persuaders by Vance Packard
Dubois, W. E. B., "A Call for Democracy After the War," The Crisis, XVIII
Congressional Record, 80th Congress, 1st Session
Congressional Record, 281st Congress, 1st Session
Dodd, "On the Viet Nam War," Speech in U. S. Senate, Feb. 23, 1965
Frost, Robert, Poetry
Eliot, T. S., Poetry
Fulbright, Senator, Speech, June 15, 1965
"10 Amazing Years, 1947-57: A Decade of Miracles" U. S. News and World Report, XLIII (Dec. 27th, 1957)
Vital Speeches of the Day, Vol. XXIV, No. 1, Oct. 15, 1957
"Afternoon of an American Boy," by E. B. White
"Theme for English B," by Langston Hughes
"Ex-Basketball Player," by John Updike
"Split," by John Updike
"And the Rock Cried Out," by Ray Bradbury
"Two Soldiers," by William Faulkner
From Here to Eternity by James Jones
The Caine Mutiny by Herman Wouk
The Ballad of a Sad Cafe by Carson McCullers
The Member of a Wedding by Carson McCullers
Cat's Cradle by Kurt Vonnegut
Ariel by Sylvia Plath
A Good Man is Hard to Find by Flannery O'Conner
The Keeper of the House by Shirley Ann Grau
Losing Battles by Eudora Welty
To Kill a Mockingbird by Harper Lee
Them by Joyce Carol Oates

B. Art

Jackson Pollock, "Ocean Greyness"
Larry Poons, "Nixe's Mate"
Andy Warhol, "Campbell Soup"
Claes Oldenberg, (Examples of sculpture)
Andrew Wyeth, "Christina's World"
"White House"
Jamie Wyeth, "J. F. K."
Ben Shawn, "The Blind Botanist"

George Tooker, "Government Bureau"
Dong Kingman, "The El and Snow"
George Grosz, "The Survivor"
Hughle Lee-Smith, "Aftermath"
George Tooker, "Subway"
Ben Shawn, "Integration, Supreme Court"
Jacob Lawrence, "Sedation"
Georgia O'Keefe, "Cow's Skull"
Grandma Moses, "Frosty Day"

C. Music

Aaron Copeland, "Appalacian Spring"
Leonard Bernstein, "West Side Story"
Leonard Bernstein, "Fancy Free"
"Jesus Christ, Superstar"
Folk music (Joan Baez, Bob Dylan, Pete Seeger, Woody Guthrie)

D. Dance

Jitterbug
Rock-n-Roll
Disco
Twist

E. Architecture

Buckminster Fuller, U. S. Pavillion, Expo 67
Frank Lloyd Wright, Guggenheim Museum
Mies van der Rohe and Philip Johnson, Seagram Building
Eero Saarinen, Washington Airport
Philip Johnson, Altar for a Roofless Church
Philip Johnson, Glass House
Charles Moore, Sea Ranch Condominiums
Frank Lloyd Wright, Falling Waters
Rockefeller Center
Skidmore, Owens & Merrill, Manufactureres Hanover Trust Co.
I. M. Pei

Other Resources (This list also includes resources of general use)

American Vision, film, free loan National Gallery of Art
The Rise and Fall of the Third Reich, film
Future Shock, ROA Films, Milwaukee, Wisconsin
The Decades, filmstrips, 1940-3, 1950's, 1960's, Filmstrip House
The Sounds of History, records, Time-Life, Inc.
The Architecture of America, A Social and Cultural History, book
John Burchard and Albert Bust-Brown, Little, Brown & Company
The Glass Menagerie, record, Caedmon
Death of a Salesman, record, Caedmon
The Crucible, record, Caedmon

Raisin in the Sun, record, Caedmon
Paintings About America, slides, Center for the Humanities
American Architecture, Jane Everest (slides) McGill-Toolen, Mobile
American Genius, Filmstrips, Educational Dimensions Company
American Literature, filmstrips, Educational Audiovisual
America, slides, Time-Life Multi-Media Division
An Audiovisual History of Jazz, Educational Audiovisual
The Britannica Encyclopedia of American Art, Encyclopedia Britannica
America's Music, book, by Gilbert Chase, McGraw-Hill Book Co.
The Joy of Music, book, Leonard Bernstein
What to Listen for in Music, book, Aaron Copeland
American English, book, Albert Marckwardt
Classical Greece (great Ages of Man) Time-Life
Contemporary American Painting, color filmstrip series, Encyclopedia Britannica
The American Experience in Literature, 19 filmstrips, Encyclopedia Britannica
The American City, filmstrips, Encyclopedia Britannica
The Trees, book, Conrad Richter
The Fields, book, Conrad Richter
The Town, book, Conrad Richter

A ONE-SEMESTER COURSE IN HUMANITIES USING A THEMATIC APPROACH

Overview

Although themes are dealt with in any approach to the humanities, the thematic approach uses them as its organizational basis. The teacher chooses several themes of interest to students and then selects works from all ages and cultures which are related to that theme and are appropriate for the level of the students. The suggested outline below deals with four of the most significant themes of the humanities: the search for self, the individual and society, looking into the future, and growing old. Other themes which might be used in a humanities course are the family, love, and heroes.

Activities should be designed not only to help students clarify their own values in relation to the theme, but to provide them with practice in the skills of listening, speaking, reading, writing, and viewing.

Objectives

1. To examine and clarify one's own sense of self.

2. To examine and clarify one's own responsibilities in relation to those of others.

3. To begin to form a philosophy concerning one's moral responsibilities for the future.

4. To examine one's own attitudes about aging and to begin to form a philosophy about one's mortality.

I. The Search for Self

Objective

Through a study of works on the theme, the student will examine and clarify his own sense of self.

Suggested Works

A. Literature

William Golding, Lord of the Flies
The Diary of Anne Frank
Mark Twain, Huckleberry Finn
Richard Wright, Black Boy
"Almos' A Man"
Ralph Ellison, The Invisible Man
John Knowles, A Separate Peace
Anne Moody, Coming of Age in Mississippi
Annie Dillard, Pilgrim at Tinker Creek
Henry David Thoreau, Walden
Henrik Ibsen, A Doll's House
Robert Frost, "The Road Not Taken"
Elinor Wylie, "The Eagle and the Mole"
S. E. Hinton, The Outsiders
Robert Cormier, The Chocolate War
Richard Bach, Jonathan Livingston Seagull
Tennessee Williams, The Glass Menagerie
Sylvia Plath, The Bell Jar
Margaret Mead, Blackberry Winter
Anne Tyler, A Slipping Down Life

B. Art (painting)

Andrew Ruellan, "Boy and Gull"
Robert Henri, "Laughing Child"
Pablo Picasso, "Mother and Child"
Auguste Renoir, "The Two Sisters"
Bernard Karfiol, "Boy Bathers"
Andrew Wyeth, "Christina's World"

C. Music

The Stepping Stones, "The Time Has Come"
Simon and Garfunkel, "I Am A Rock"
Joni Mitchell, "The Circle Game"
Claude Debussy, "Images for Orchestra"

Other Resources

Man's Search for Identity, White Plains, N. Y. Center for the Humanities, 1972. Two part sound-slide set. Includes 160 color slides, 2 tape cassettes, and 40 page teacher's guide.
Rollo May, Man's Search for Himself, Norton, 1953.
Beth Landis, "Man and His Inner Life," Exploring Music (Senior Book), Holt Rinehart and Winston, 1969.
Helen Gardner, Art Through the Ages, 4th Ed., Harcourt Brace, 1959.
Nathan Kobler, The Visual Dialogue: An Introduction to the Appreciation of Art. Holt, Rinehart and Winston, 1966.
Edwin Panofsky, Meaning in the Visual Arts, Doubleday, 1955.
A Sense of Purpose, Film, Learning Corporation of America.
I Who Am, Who Am I? Film, Learning Corporation of America.

II. The Individual and Society

Objective

Through a study of works on the theme, the student will examine and clarify his own responsibilities and those in relation to the responsibilities of others.

Suggested Works

A. Literature

Plato "The Apology" of Socrates and "Phaedo"
G. B. Shaw, St. Joan
The Theban Legend
Sophocles, Antigone
Henrick Ibsen, An Enemy of the People
James Baldwin, Go Tell It On the Mountain
John Donovan, I'll Get There, It Better be Worth the Trip
John Hersey, Hiroshima
Harper Lee, To Kill A Mockingbird
Alexander Solzhenitsyn, One Day in the Life of Ivan Denisovich
Jerome Lawrence and Robert E. Lee, The Night Thoreau Spent in Jail
John F. Kennedy, Profiles in Courage
Mary McCarthy, The Group
Lillian Hellman, Scoundrel Time

B. Art (painting)

Picasso, "Guernica"

C. Social Studies

Patrick Henry, Speech Before the Virginia House of Burgesses

Henry David Thoreau, Civil Disobedience
Thomas Paine, The Rights of Man

Other Resources

Deciding Right from Wrong: The Dilemma of Morality Today. White Plains, N. Y.: Center for the Humanities, 1974. Two-part sound-slide set includes 160 color slides, 2 tape cassettes, and 42 page teacher's guide.

Dickerson Lowes, ed. The Greek View of Life, Colliers Books, 1961.

Helen Gardner, Art Through the Ages, 4th Ed., Harcourt Brace, 1959.

Antigone and the Greek Theatre, Sound Filmstrip, Scott Foresman Company.

Robert Hickok, Music Appreciation, Appleton-Century-Crofts, 1971.

Raymond Stern, Pageant of Europe: Sources and Selections from the Renaissance to the Present Day, Harcourt Brace, 1961.

Mario Praz, Mnemosyne: The Parallel Between Literature and the Visual Arts, Princeton University Press, 1970.

III. Looking Into the Future

Objective

Through a study of works on the theme, the student will begin to form a philosophy concerning his moral responsibilities for the future.

Suggested Works

A. Literature

Isaac Asimov, "The Fun They Had," I, Robot, and The Gods Themselves
Pierre Boulle, Planet of the Apes
Ray Bradbury, Martian Chronicles, "A Sound of Thunder"
Arthur C. Clarke, Childhood's End and 2001 Space Odyssey, "Voices from the Sky" in Profiles of the Future
Aldous Huxley, Brave New World
Doris Lessing, The Four Gated City

B. Social Studies

Alvin Toeffler, Future Shock

C. Music

Theme from Star Wars

Theme from 2001 Space Odyssey
"The Planets" by Holst

Other Resources

Future Shock, Film, McGraw-Hill Films

Reginald Britner, ed. Modern Science Fiction: Its Meaning and Future
Elizabeth Calkin, et al. Teaching Tomorrow: A Handbook of Science Fiction, Pflaum-Standard, 1972
George Hay, ed. The Disappearing Future

IV. Growing Old

Objective

Through a study of works on the theme, the student will examine his own attitudes about aging and begin to form a philosophy about mortality.

Suggested Works

A. Literature

Ernest Hemingway, The Old Man and the Sea
Paul Zindel, The Pigman
Edward Albee, The Sandbox
Robert Browning, "Rabbi Ben Ezra"
Alfred Lord Tennyson, "Ulysses"
Robinson Jeffers, "Promise of Peace"
Algernon Charles Swinburne, "The Garden of Proserpine"
Raymond Souster, "When I See Old Men"
Alice Walker, "Medicine"
Mark Van Doren, "The First Snow of the Year"
John Donne, "Death Be Not Proud"
Dylan Thomas, "Do Not Go Gentle Into That Good Night"
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August Derleth, "The Telescope"
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The Beatles, "When I'm 64"
Mozart's "Requiem"
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